

SUPPLEMENTARY RETURN

To an ADDRESS of the SENATE, dated the 3rd February, 1893, for:—

1. A copy of the deliberations, resolutions and ordinances of the former council of Assiniboia, relating to educational matters within its jurisdiction as it existed on the banks of the Red river before the creation of the province of Manitoba.
2. A statement of the amounts paid by the said council of Assiniboia for the maintenance of schools, showing the persons to whom such payments were made, the schools for which such amounts were paid and the religious denominations to which such schools belong.
3. A statement of the amounts paid by the Hudson's Bay Company, or by its agents, to the schools then existing in the territories forming to-day the province of Manitoba.
4. A copy of all memoranda and instructions serving as a basis for the negotiations as a result of which Manitoba became one of the provinces of the confederation; together with a copy of the minutes of the deliberations of the persons charged, on both parts, to settle the conditions of the creation of the province of Manitoba and of its entrance into confederation; and also a copy of all memoranda, returns and orders in council establishing such conditions of entrance, or serving as a basis for the preparation of "The Manitoba Act."
5. A copy of the despatches and instructions from the imperial government to the government of Canada on the subject of the entrance of the province of Manitoba into the confederation, comprising therein the recommendations of the imperial government concerning the rights and privileges of the population of the Territories, and the guarantees of protection to be accorded to the acquired rights to the property, to the customs and to the institutions of that population by the government of Canada, in the settlement of the difficulties which marked that period of the history of the Canadian west.

6. A copy of the acts passed by the legislature of Manitoba, relating to education in that province, and especially of the first act passed on this subject after the entrance of the said province of Manitoba into the confederation, and of the laws existing upon the same subject in the said province immediately before the passing of the acts of 1890, relating to the public schools and relating to the department of education.
7. A copy of all regulations with respect to schools passed by the government of Manitoba or by the advisory board, in virtue of the laws passed in 1890 by the legislature of Manitoba, relating to public schools and the department of education.
8. A copy of all correspondence, petitions, memoranda, resolutions, briefs, factums, judgments (as well of first instance as in all stages of appeal), relating to the school laws of the said province of Manitoba, since the 1st June, 1890, or to the claims of catholics on this subject; and also a copy of all reports to the privy council and of all orders in council relating to the same subject since the same date.

JOHN COSTIGAN,

Secretary of State.

EXTRACTS FROM MINUTES OF THE COUNCIL OF ASSINIBOIA.

MINUTES of a meeting of the Governor of Rupert's Land and the Governor and Council of Assiniboia, held at the Court House, on Wednesday the 16th day of October, 1850.

Present :

Eden Colville, Esq., Governor of Rupert's Land, President.

Major Caldwell, Governor of Assiniboia.

Adam Thom, Esq., Councillor of Assiniboia.

Right Reverend the Lord Bishop of Rupert's Land, Assiniboia.

" " " North-west "

The Reverend Wm. C  chran, Assiniboia.

" J. Smithurst "

" Ls. Laf  che "

Alexander Ross, Esq., Assiniboia.

Dr. Bunn, Assiniboia.

Andrew McDermot, Esq., Assiniboia.

Adam Thom, Esq., motion for taking into consideration the propriety of granting public money for education.

Schools in the North-west.

COUNCIL CHAMBER, Thursday the 1st May, 1851.

Mr. Cochran moved and M. Laflèche seconded this resolution:

To weaken the mischievous and destructive energy of those violent and untamed qualities of human nature, which so frequently manifest themselves in society, in a half civilized state, and to strengthen the feelings of honourable independence, to encourage habits of industry, sobriety and economy, it is moved—That £100 be granted from the public fund to be divided equally between the bishop of Ruperts' Land and the bishop of North-west to be applied by them at their discretion for the purposes of education.

Carried unanimously.

*

*

*

*

*

W. B. CALDWELL, Gov. of Assiniboia.
DAVID, Rupert's Land,
†J. N., BISHOP of North-west,
JOHN BUNN,
LOUIS LAFLÉCHE, P.M.,
CUTHBERT GRANT,
J. BLACK.

COUNCIL CHAMBER, 27th November, 1851.

*

*

*

*

*

In conclusion, we subjoin our draft of the revised code of municipal regulations, the whole, of course, respectfully submitted.

*

*

*

*

*

CUSTOMS DUTIES.

23. Everything which may enter the settlement which, after entering the country, to the address of any settler, may be diverted from its proper destination, shall pay 4 per cent on the prime cost, excepting:

*

*

*

*

*

V. Books, maps, plates, prints, philosophical apparatus, &c.

*

*

*

*

*

A petition was read from the trustees of the presbyterian church of Frog Plain, for a grant for education. Referred to next meeting.

To the Governor and Council of Assiniboia.

The petition of the trustees of the presbyterian church of Frog Plain humbly sheweth:

That a school has existed, for two years, on the glebe of the said church; that said school, as not being under the patronage of the bishop of Rupert's Land, does not appear to have been contemplated in the grant of fifty pounds which you gave to his lordship in April last for the purposes of education; that during the latter part of the interval, the said school has been placed under the auspices of a duly ordained minister; that in reliance on his active and enlightendened superintendence, your petitioners and those whom they represent, hope to see the said school raised, in some measure, to the level of the parochial schools of Scotland.

That, as the improvement of education seems to be more requisite, at least among the protestants of the settlement, than its mere extension; your petitioners pray, that their minister may receive from the public fund a sum proportioned to the fifty pounds, as aforesaid granted to the church of England, without prejudice, however, to the recognized equality in the premises between the protestants as a whole and the Roman catholics.

And your petitioners shall ever pray.

Red River Settlement, 26th }
November, 1851. }

A. ROSS, JOHN FRASER, and the other
trustees of the presbyterian community.

Dr. Bunn moved, and M. Laféche seconded this resolution:

That fifteen pounds be granted to the Rev. John Black, of Frog Plain, for the purposes of education in accordance with the petition of the committee of his congregation.

Carried unanimously.

M. Laféche gave notice, that, at next meeting, he will move for an additional grant to the bishop of St. Boniface of fifteen pounds for education in consideration of the additional fifteen pounds now granted for the education of the English population.

W. B. CALDWELL.

* * * * *

COUNCIL CHAMBER, 9th December, 1852.

M. Laféche moved, and Dr. Bunn seconded,

That fifteen pounds be granted to the bishop of St. Boniface for the purposes of education.

For.

BISHOP OF ST. BONIFACE,
MR. LAFÉCHE,
MR. GRANT,
DR. BUNN.

Carried.

Against.

BISHOP OF RUPERT'S LAND,
MR. BIRD,
MR. COCHRAN.

EXTRACTS FROM REPORT OF THE SUPERINTENDENT OF EDUCATION
FOR THE PROTESTANT SCHOOLS OF MANITOBA, FOR THE YEAR
ENDING 31st JANUARY, 1886.

EDUCATION OFFICES,

WINNIPEG, 31st APRIL, 1886.

TO THE HONOURABLE D. H. WILSON, M.P.P.,

PROVINCIAL SECRETARY.

SIR,—I have the honour to transmit herewith my report for the year ending 31st January, 1886, of the protestant schools of the province, for the information of his honour the lieutenant-governor.

I have the honour to be, sir,
Your obedient servant,

J. B. SOMERSET,
Superintendent of Education.

* * * * *

To the intending emigrant from these countries, if our province is able to offer facilities for the efficient education of his children as soon as he arrives, it affords relief from one of his principal sources of anxiety and reconciles him to the temporary deprivation of many other social and material conveniences while establishing a home in a new country.

The history of the educational system of this province, since its establishment in 1871 to the present, affords very satisfactory evidence of the fulfilment of those conditions of usefulness and adaptability to the wants of the people, and justifies us in regarding its operations in the past with satisfaction, and warrants our confident expectation of its future success in maintaining the high standard of intelligence that is acknowledged at present to exist among all classes of our population.

* * * * *

Schools in the North-west.

By the provisions of the Manitoba School Act, the educational interests of the province are placed under the direction and control of the board of education, a body appointed by the lieutenant-governor in council, and consisting of two sections, the protestant, composed of twelve, and the catholic, of nine members. Each section has exclusive control of the schools of its own denomination, the number under the direction of the protestant section of the board, at the close of the school year now reported, being, 426 and the number under the direction of the catholic section 53.

It is gratifying to all lovers of good citizenship as well as of educational progress to note that, from the organization of this system of management in 1871, at which period the protestant schools numbered 16 and the catholic 17, to the present there has been an almost entire absence of the friction and disagreement that have marked the progress of education in some of the sister provinces.

NORMAL SCHOOL ACT.

An Act to establish Normal School Departments in connection with Public Schools, assented to 30th May, 1882.

The Legislative Assembly of Manitoba enacts as follows:

1. The protestant and catholic section of the board of education are hereby respectively empowered:

(a.) To establish in connection with the protestant public schools of the city of Winnipeg and with the Roman catholic public schools of St. Boniface, normal school departments, with the view to the instruction and training of teachers of public schools in the science of education and the art of teaching.

(b.) To make, from time to time, rules and regulations necessary for the management and government of the said departments.

(c.) To arrange with the trustees of such public schools all things which may be expedient to promote the objects and interests of the said normal school departments.

(d.) To prescribe the terms and conditions on which students and pupils will be respectively received and instructed in the said departments.

(e.) To determine the number and compensation of teachers, and of all others who may be employed in said departments.

(f.) To apply out of the amount apportioned to each section respectively from the grant annually voted by the legislative assembly, a sum not to exceed three thousand dollars for the maintenance of the said normal school departments.

THE COURSE OF STUDY PURSUED IN THE PROTESTANT SCHOOLS.

RELIGIOUS TEACHING.

The development of the moral nature is a primary requisite in any system of education. The board, recognizing this principle, has provided for the most careful inquiry into the character of its teachers and for such systematic religious instruction in its schools as may be given with the object of teaching the principles of Christian truth contained in the bible, and accepted by all the protestant denominations.

The necessity for greater attention to this training in the public schools is forcibly stated in an article in the April number of the *Century Magazine* by Washington Gladden, in a plea for the introduction of Christian-teaching into the schools of the United States, from which the following is an extract:—

"This, then, is the first admonition that an intelligent Christianity must leave with those who direct the policy of our schools. You have been building on a foundation too narrow; you must enlarge your basis; you must learn that character is the principal thing, and that character is the result of a harmonious development of all the powers—of the eye and the hand and the practical judgment and the will, as well as of the memory and the logical faculty; and you must not forget that industrial training affords a discipline almost indispensable to the right development of character.

"But if the Christianity, whose chief concern is righteousness, has a right to reprove our state educators for having omitted to furnish this indirect but most

effective method of moral discipline, much more has it the right to rebuke them for their gross neglect to provide direct and systematic methods of moral education. The failure to awaken and develop the moral nature of the pupils in our schools is notorious and disastrous. Moral training has become altogether secondary; the attempt to secure it is but feebly and uncertainly made.

"The neglect to provide this kind of teaching is sheer fatuity; every citizen who is a Christian, and who believes that righteousness is the principal thing, is bound to cry out against it, and to demand unceasingly that this great defect in our systems of popular education be remedied without delay.

"The systematic and intelligent teaching of morals in the public schools would undoubtedly accomplish much good. Nevertheless the fact must not be overlooked that of this kind, to be most effective, must be vitalized by a genuine religious faith. Religion is the inspiration of all highest morality. And while (dogmatic) religion cannot be taught in the public schools, those teachers who possess this faith may, without any dogmatic instruction, impart it to their pupils. 'It is for the teachers,' says Mr. W. T. Harris, 'not to claim to introduce formal religious ceremonies, but to make all their teaching glow with a genuine faith, hope and charity, so that pupils will catch from them their view of the world as the only view that satisfies the heart and the intellect and the will.'"

BILL OF RIGHTS.

Exhibit "N."

A true copy.

DANIEL CAREY,

Clerk of the Crown and Peace.

(Translation.)

(1.)

That the territories heretofore known as Rupert's Land and the North-west will not enter the confederation of the dominion of Canada otherwise than in the form of a province, and known as the province of Assiniboia, and in the enjoyment of all rights and privileges common to the several provinces of the Dominion.

(2.)

That until the time when the increase of the population of this country shall have entitled us to more, we shall have two representatives in the senate and four in the commons of Canada.

(3.)

That, on entering into confederation, the province of Assiniboia shall be completely exempt from the public debt of Canada, and that should the province be called upon to assume any part of that debt of Canada, it shall not be until after having received from Canada the precise sum for which it is sought to render the province responsible.

(4.)

That the annual sum of eighty thousand dollars be allowed by the dominion of Canada to the legislature of the province of the North-west.

(5.)

That all properties, all rights and privileges possessed, be respected, and the establishing and settlement of the customs, usages and privileges be left to the sole decision of the local legislature.

(6.)

That this country be not subjected to any direct tax except such as may be imposed by the local legislature for municipal or local purposes.

Schools in the North-west.

(7.)

That the schools shall be separate, and that the moneys for schools shall be divided between the several denominations *pro rata* of their respective populations.

(8.)

That in this country, except Indians, who are neither civilized nor settled, every man having attained the age of twenty-one years and every British subject not a native of this province, but having resided three years in this country, shall be entitled to vote at elections of members of the local legislature and of the parliament of Canada, and that any foreign subject other than a British subject, having resided for the time aforesaid, and holding the property of a house, shall have the same right to vote, provided he takes the oath of allegiance.

It is understood that this article is only subject to amendment by the local legislature exclusively.

(10.)

That the agreement of the Hudson's Bay Company respecting the transfer of the government of this country to the dominion of Canada shall be considered as null, inasmuch as it is contrary to the rights of the people of Assiniboia and may affect our future relations with Canada.

(11.)

That the local legislature of this province shall have full control over all the lands of the province and shall have the right to cancel all arrangements made or commenced with reference to the public lands of Rupert's Land and the North-west, now called the province of Assiniboia (Manitoba).

(12.)

That a commission of surveyors be appointed by Canada to explore the lands of the North-west, and to submit to the legislature within a period of five years a report on the mineral wealth of the country.

(13.)

That treaties be concluded between Canada and the several Indian tribes of the country, on the requisition and with the concurrence of the local legislature.

(14.)

That continuous communication by steam be guaranteed from lake Superior to Fort Garry, to be completed within the period of five years.

(15.)

That all buildings and public edifices shall be a charge on the Canadian treasury, as well as all bridges, roads and other public works.

(16.)

That the French and English languages shall be common in the legislature and the courts, and that all public documents, as well as the acts of the legislature, shall be published in the two languages.

(17.)

(Reasons in English.)

That the lieutenant-governor to be appointed for the North-west shall be master of both languages—French and English.

(18.)

That the judge of the supreme court shall speak French and English.

(19.)

That the debts contracted by the provisional government of the North-west be paid by the Dominion treasury, in view of the fact that the said debts were con-

tracted solely in consequence of the illegal and inconsiderate steps taken by the Canadian agents to create civil war in our midst. Moreover, that no member of the provisional government, nor any of those who acted under its orders, shall be held to account in relation to the movement which lead to these present negotiations.

(20.)

That in view of the exceptional position of Assiniboia, the duties on merchandise, except liquor, imported into the province, shall remain the same as at present, until the expiration of three years from our entering confederation and so long thereafter as means of communication by railway shall not have been completed between St. Paul and Winnipeg and lake Superior.

PROGRAMME OF STUDIES FOR THE PROTESTANT PUBLIC SCHOOLS OF MANITOBA.

REVISED, MAY, 1889.

This programme is authorized by the protestant section of the board of education for use in schools in which fewer than five teachers are employed. The course of study is not intended as a fixed standard which all schools and classes are forced to follow. Classes are not of uniform capacity, neither are all teachers equally skilled. But it is prescribed for use by teachers as a uniform basis in classifying and making promotions in their schools, and it is to be followed with such modifications as circumstances may require—all such modifications, however, to be made only with the advice and consent of the inspector.

Any school in which an intermediate department has been established, and any school at which there are pupils able to advance beyond standard IV of this programme, shall be guided in its further classification by the programme of studies for fully graded schools.

It shall be the duty of every teacher to make out a time table for his school, and post it up with a copy of this programme in the school-room. The time table shall be presented to the inspector at each visit for his approval and signature.

The work prescribed for each standard in this programme shall include systematic and thorough review of the work of previous standards.

STANDARD I.

READING.—Authorized first readers.

SPELLING.—Part I, copying words; part II, copying words; dictation, written and oral.

COMPOSITION.—New words in reading lessons used in original sentences—orally in part I, orally and in writing in part II; oral and written description of observed objects, animals, plants and pictures; narration of personal experiences; reproduction of stories; reproduction of the substance of the reading lessons.

ARITHMETIC.—Part I, Numbers 1 to 12, their combinations and separations; use and meaning of one-half, one-third, to one-twelfth; simple problems; the making and use of figures and arithmetical signs.

Part II.—Numbers 12 to 50; use and meaning of one-twelfth, to one-fiftieth; relation of halves, fourths, eighths; use and relation of inch, foot, yard; pint, quart, gallon, peck, bushel; day, week; month, year; simple problems.

WRITING.—On slates.

GEOGRAPHY.—Observed phenomena—clouds, rain, etc.; prominent natural features in the neighbourhood; cardinal and semi-cardinal points of the compass; distance.

STANDARD II.

READING.—Authorized second readers.

SPELLING.—From the reading lessons.

Schools in the North-west.

COMPOSITION.—Oral and written description of observed objects, plants, animals and pictures; narration of personal experience; reproduction of the substance of the reading lessons and of short stories; simple letter writing.

ARITHMETIC.—Numbers 50 to 100, as in part II; notation and numeration to 1,000; addition subtraction, multiplication and division to 1,000; relation of thirds, sixths, twelfths, thirds and ninths; use and relation of ounce, pound, bushel; square inch, square foot, square yard; Roman notation to C; problems.

WRITING.—Authorized copy books, numbers 1 and 2.

GEOGRAPHY.—Natural phenomena; geography of the neighbourhood; the earth as a whole.

STANDARD III.

READING.—Authorized third readers.

SPELLING.—From the reading lessons; from the practical speller—part I, lessons 1 to 50, part III, lessons 1 to 12.

COMPOSITION.—Oral and written description of common plants, domestic animals, acts, pictures; letter writing; reproduction of the substance of the reading lessons and historical tales; accounts and receipts.

GRAMMAR.—The simple sentence; kinds of sentences—declarative, etc.; subject and predicate.

ARITHMETIC.—Notation and numeration; simple rules completed; two-step questions in reasoning; vulgar fractions, oral and written to 1-1000; reduction; bills.

WRITING.—Authorized copy-book, number 3.

GEOGRAPHY.—North America, Manitoba; atmospheric phenomena.

HISTORY.—Historical tales; the municipal system; the government of the province.

STANDARD IV.

READING.—Authorized fourth readers and the literature prescribed for third-class teachers' certificates.

SPELLING.—From the reading lessons; the practical speller.

COMPOSITION.—Oral and written description of plants, animals, acts, pictures; letter writing; reproduction of the substance of the reading and history lessons; cheques, notes, drafts.

GRAMMAR.—Function and definition of parts of speech, phrases, clauses; analysis and synthesis of complex and compound sentences; simple parsing.

ARITHMETIC.—Vulgar and decimal fractions, completed; applications of square and cubic measures; percentage, simple interest; two and three-step questions in reasoning.

BOOK-KEEPING.—Single entry.

WRITING.—Authorized copy book, number 6, etc.

GEOGRAPHY.—Canada, United States, Europe, British Empire.

HISTORY.—Outline of British history, Brunswick period in detail; outline of Canadian history.

FOR THE WHOLE SCHOOL:

HYGIENE.—Lessons on cleanliness, proper clothing, pure air, good water, exercise, rest, avoidance of draughts, wholesome food, temperate habits—with special reference to use of alcohol and tobacco, bathing, accidents, poisons, disinfectants, digestion, circulation, respiration.

Practical effect should be given to the instruction in this subject by attention to the physical condition and habits of the children, the ventilation, lighting, heating and cleaning of the school-room and the supervision and direction of the sports and exercises of the pupils, by the teacher.

MORALS.—(a) Duties to self;—self-culture, self-respect, self-control; purity in thought, word and deed; industry, economy; truthfulness, courage, etc. (b) Duties to others;—Courtesy, including all forms of politeness in school-room, home, society,

public meeting, school ground, street; respect for parents, teachers, benefactors and those in authority. (c) Duties to the state;—Civil duties, including respect for law as the means by which the innocent are protected and the guilty punished; tax paying, patriotism, support of government, etc.; political duties—voting, public office a sacred trust. (d) Duties to animals;—As beasts of burden, as food, as sport.

To establish the habit of right-doing, instruction in moral principles must be accompanied by training in moral practices. The teacher's influence and example, current incidents, stories, memory gems, sentiments in the school lessons, examination of motives, that prompt to action, didactic talks, daily reading of scripture selections with prayer, learning of the ten commandments, etc., are means to be employed.

PROGRAMME OF STUDIES FOR THE PUBLIC SCHOOLS OF MANITOBA.

ADOPTED SEPTEMBER 1ST, 1891.

This programme is authorized by the advisory board for use in rural schools and intermediate departments in which fewer than five teachers are employed. The course of study is not intended as a fixed standard which all schools and classes are forced to follow. It is prescribed for use by teachers as a guide in classifying and making promotions in their schools, and it is to be followed with such modifications as circumstances may require—all such modifications, however, to be made only with the advice and consent of the inspector.

It shall be the duty of every teacher to make out a time table for his school, and to post it up with copy of this programme in the school-room. The time table shall be presented to the inspector at each visit for his approval and signature.

The work prescribed for each standard in this programme shall include systematic and thorough review of the work of previous standards.

STANDARD I.

READING.—Authorized first reader.

SPELLING.—Part I, copying words; part II, copying words; dictation, written and oral.

COMPOSITION.—New words in reading lessons used in original sentences—orally in part I; orally and in writing in part II; oral and written description of observed objects, animals, plants and pictures; narration of personal experiences; reproduction of stories; reproduction of the substance of the reading lessons.

ARITHMETIC.—Part I.—Numbers 1 to 12—their combinations and separations; use and meaning of one-half, one-third, to one-twelfth; simple problems; the making and use of figures and arithmetical signs.

Part II.—12 to 50; use and meaning of one-twelfth, to one-fiftieth; relation of halves, fourths, eighths; use and relation of inch, foot, yard; pint, quart, gallon, peck, bushel; day, week, month, year; simple problems.

WRITING.—On slates.

GEOGRAPHY.—Observed phenomena—clouds, rain, etc.; prominent natural features in the neighbourhood; cardinal and semi-cardinal points of the compass; distance.

STANDARD II.

READING.—Authorized second reader.

SPELLING.—From the reading lessons.

COMPOSITION.—Oral and written description of observed objects, plants, animals and pictures; narration of personal experience; reproduction of the substance of the reading lessons and of short stories; simple letter writing.

ARITHMETIC.—Numbers 50 to 100, as in part II; notation and numeration to 10,000; addition, subtraction, multiplication and division to 1000; relation of thirds, sixths, twelfths, and ninths; use and relation of ounce, pound, bushel; square inch, square foot, square yard; Roman notation to C; problems.

Schools in the North-west.

WRITING.—Authorized copy books, and practice book.

GEOGRAPHY.—Natural phenomena; geography of the neighborhood; the earth as a whole.

STANDARD III.

READING.—Authorized third reader.

SPELLING.—From the reading lessons.

COMPOSITION.—Oral and written description of common plants, domestic animals, acts, pictures; letter writing; reproduction of the substance of the reading lessons and historical tales; accounts and receipts.

ARITHMETIC.—Notation and numeration; simple rules completed; two and three-step questions in reasoning; vulgar fractions oral and written to 1-1000; reduction; bills.

WRITING.—Authorized copy book and practice book.

GEOGRAPHY.—North America, Canada in outline, Manitoba; atmospheric phenomena.

HISTORY.—Historical tales; the municipal system; the government of the province.

STANDARD IV.

READING.—Authorized fourth reader and the literature prescribed for third-class teachers.

SPELLING.—From the reading lessons.

COMPOSITION.—Oral and written description of plants, animals, acts, pictures; letter writing; reproduction of the substance of the reading and history lessons; cheques; business correspondence.

GRAMMAR.—Tweed's Grammar for Common Schools parts I to V inclusive.

ARTHEMTC.—Vulgar and decimal fractions, completed; applications of square and cubic measures; percentage, simple interest.

WRITING.—Authorized copy book and practice book.

BOOK-KEEPING.—Single entry.

GEOGRAPHY.—Canada in detail, United States, Europe, British Empire.

HISTORY.—Outline of British history, Brunswick period in detail; outline of Canadian history.

FOR THE WHOLE SCHOOL:

HYGIENE.—Lessons on cleanliness, proper clothing, pure air, good water, exercise, rest, avoidance of draughts, wholesome food, temperate habits—with special reference to use of alcohol and tobacco, bathing, accidents, poisons, disinfectants, digestion, circulation, respiration.

Practical effect should be given to the instruction in this subject by attention to the physical condition and habits of the children, the ventilation, lighting, heating and cleaning of the school-room, and the supervision and direction of the sports and exercises of the pupils, by the teacher.

TEXT BOOK.—Child's Health Primer (Pathfinder No. 1).

MORALS:—(a) Duties to self:—Self-culture, self-respect, self-control; purity in thought, word and deed; industry, economy; truthfulness, courage, etc.

(b) Duties to others:—Courtesy, including all forms of politeness in school-room, home, society, public meetings, school ground, street; respect for parents, teachers, benefactors and those in authority.

(c) Duties to the state:—Civil duties, including respect for law as the means by which the innocent are protected and the guilty punished; tax paying, patriotism, support of government, etc.; political duties—voting, public office a sacred trust.

(d) Duties to animals:—As beasts of burden, as food, as sport.

To establish the habit of right doing, instruction in moral principles must be accompanied by training in moral practices. The teacher's influence and example, current incidents, stories, memory gems, sentiments in the school lessons, examination of motives that prompt to action, didactic talks, teaching the ten commandments, etc., are means to be employed.

STANDARD V AND INTERMEDIATE DEPARTMENT.

The programme for the fifth standard and the intermediate department embrace the following subjects: Reading and orthoepy, spelling, English grammar, composition and prose, literature, poetical literature, history, geography, arithmetic, algebra, physics, physiology, book-keeping and writing.

PROGRAMME OF STUDIES AUTHORIZED FOR PUBLIC SCHOOLS IN CITIES AND TOWNS BY THE ADVISORY BOARD.

1ST SEPTEMBER, 1892.

GRADE I.

READING.—First reader, part I. Authorized supplementary reading.

COMPOSITION.—Ready and correct use of simple sentences in familiar conversation suggested by objects, pictures, etc.

WRITING.—On slates.

ARITHMETIC.—Numbers 1 to 10; their combinations and separations, oral and written; the signs $+$, $-$, \times , \div . Count to ten by ones, twos, threes, etc. Use and meaning of one-half, one-third, one-tenth. Making and showing one-half, one-fourth, one-eighth, one-third, one-sixth, one-ninth, one-fifth, one-tenth, one-seventh (no figures.) Simple problems—oral.

OBSERVATION LESSONS.—*Colour*:—Train to distinguish common colours. *Form*:—Sphere, cylinder, cube, triangular prism; circle, square, oblong, triangle; surfaces, lines, angles. Position and place, distance, size, duration, etc. *Qualities*:—Prominent qualities of objects. Simple study of familiar plants.

SPELLING.—Copying words.

MUSIC.—Singing of rote-songs; drill on the scale and intervals as found in exercises, 1, 2, 3, 4, on second page, first series of charts, normal music course. (The four exercises are also printed on four cards, one on each card.)

GRADE II.

READING.—First reader, part II. Authorized supplementary reading. Phonic analysis. Exercises in articulation and pronunciation. Reading at sight from books used in grade I. Reading stories and poetical selections from blackboard. Appropriate selections of poetry memorized and recited.

COMPOSITION.—The substance of the reading lesson, and of short stories told or read to pupils, to be reproduced by them orally. Oral expression in complete sentences of simple thoughts suggested by pictures, observation lessons, etc.

WRITING.—On slates.

ARITHMETIC.—Numbers 10 to 25, their combinations and separations, oral and written. Count to 25 by ones, twos, threes, etc. Use and meaning of one-half, one-third, one-fourth, etc., to one-twenty-fifth (no figures.) Relation of halves, fourths, eighths, thirds, sixths, twelfths, thirds, ninths (no figures.) Simple problems introducing gallons in peck, pecks in bushel, months in year, inches in foot, pound, current coins up to 25c. Addition in columns, no total to exceed 25.

OBSERVATION LESSONS.—*Colour*:—Hues, tints, shades of colour (as scarlet, crimson, pink, red) distinguished and arranged. *Form*:—Cone and pyramid, ellipse and oval; kinds of lines and angles; circumference, centre, diameter, radius. *Qualities*:—Prominent qualities of objects (continued) as elasticity, porosity, fragrance, etc. Simple study of familiar plants and animals.

SPELLING.—From readers—such words from each lesson as pupils can learn while mastering reading matter.

MUSIC.—Singing of rote-songs. Review. Drill in intervals. Easy exercises from the chart in each of the nine keys.

Schools in the North-west.

GRADE III.

READING.—Second reader. Authorized supplementary reading. Phonic analysis. Exercises in articulation and pronunciation. Appropriate selections of poetry memorized and recited.

COMPOSITION.—Brief oral expression in complete sentences of thoughts suggested by pictures, observation lessons, etc. Narrative of occurrences within pupil's experience. Written exercises on the foregoing after oral work has been carefully done. Oral and written reproduction of the substance of the reading lesson. Use of terminal marks.

WRITING.—Copy book 3. Careful attention to penmanship in all written exercises.

ARITHMETIC.—Numbers 25 to 100—Their combinations and separations, oral and written. Count to 100 by ones, twos, threes, etc., to tens. Use and meaning of one twenty-sixth, one twenty-seventh, etc., to one one-hundredth (no figures.) Addition, subtraction, division and partition of fractions of grade II. Roman numerals I to C. Simple problems introducing seconds in minute, minutes in hour, hours in day; pounds in bushel; sheets in quire, quires in ream.

OBSERVATION LESSONS.—*Colour*:—Prismatic colours; harmony and contrast of colours. *Form*:—Quadrilaterals and triangles; previous work reviewed. *Qualities*:—Transparency, opacity, etc.; solid, liquid, gas. Simple study of familiar plants and animals—(continued.)

SPELLING.—From reader—words to be arranged, so far as possible, in groups according to similarity in form and sound. Careful attention to spelling of all work used as written exercises.

MUSIC.—Complete work found in the first series of charts, and sing easy exercises in all keys from part I, first reader—normal music course.

GEOGRAPHY.—Development of geographical notions by reference to geographical features of neighbourhood. Elementary lessons on direction, distance, extent.

GRADE IV.

READING.—Third reader. Authorized supplementary reading. Continuation of exercises of previous grades. Exercises to secure projection of tone. Memorizing of poetical selections.

COMPOSITION.—Oral and written exercises in the use of language as an expression of thought. Arrangement of sentences in paragraphs. Special attention to be given to correct forms of speech. *Materials*—Observation lessons, reading lessons, pictures, historical tales; stories for reproduction; letter writing; "action lessons."

WRITING.—Copy book 4. Careful attention to penmanship in all written exercises.

ARITHMETIC.—Numeration and notation to 10,000. Simple rules to 10,000. Addition, subtraction, division and partition of fractions already known (figures.) Introduce terms numerator, denominator, etc. Roman notation to 2,000. Graded problems introducing remaining reduction tables. Daily practice in simple rules to secure accuracy and rapidity.

SPELLING.—From reading matter. Exercise as in grade III.

MUSIC.—Complete the work found in part I, first reader, and read all music in parts II and III, first reader.

GEOGRAPHY.—(a.) Review of work of grade III. Lessons to lead to simple conception of the earth as a great ball with surface of land and water, surrounded by the air, lighted by the sun, and with two motions. (b.) Lessons on natural features, first from observation, afterwards by aid of moulding board, pictures and blackboard illustrations. (c.) Preparation for and introduction of maps. (Review of lessons in position, distance, direction, with representations drawn to scale.) Study of map of vicinity drawn on blackboard. Maps of natural features drawn from moulded forms. Practice in reading conventional map symbols on outline maps. (d.) General study from globe and maps. The hemisphere, continents, oceans and large islands, their relative positions and size. The continents, position, climate, form, outline, surround-

dings, principal mountains, rivers, lakes, the most important countries, productions, people, interesting facts and associations.

ELEMENTARY SCIENCE.—*Plants*.—Growth of seedlings observed and compared (beans, peas, corn, maple, morning-glory, etc.); fruit, seeds, roots observed and compared. *Nature*.—The air, winds, directions, effects; moisture, rain, snow, fog, dew, frost, etc. *Animals*.—Simple study of common animals.

GRADE V.

READING.—Fourth reader. Authorized supplementary reading. Continuation of exercises of previous grades in pronunciation, etc. Memorizing of poetical selections.

COMPOSITION.—Oral and written exercises. The work of grade IV continued. Special attention to be given to correct forms of speech. Letter writing. Oral and written reproduction in orderly arrangement of the thoughts of substance of lessons in reading and geography, and on plants and animals.

WRITING.—Copy book 5. Exercises. Careful attention to penmanship in all written exercises.

ARITHMETIC.—Notation and numeration completed. Formal reduction. Vulgar fractions to thirtieths. Denominate fractions. Daily practice to secure accuracy and rapidity in simple rules. Graded problems. Reading and writing decimals to thousandths, inclusive.

SPELLING.—From reading matter. Exercises as in grades III and IV.

MUSIC.—Review the most difficult songs and exercises in part II, first reader, giving special attention to two-part songs and exercises, so that each pupil may be able to sing either a soprano or an alto part. Begin work laid down in the second series of charts, and second reader, part II.

GEOGRAPHY.—Simple study of the important countries in each continent. Manitoba and Canada to be studied first. The position of the country in the continent; its natural features, climate, productions; its people, their occupations, manners, customs, noted localities, cities, etc. Moulding boards and map-drawing to be aids in the study.

PHYSIOLOGY.—Child's Health Primer (Pathfinder no. 1.)

ELEMENTARY SCIENCE.—*Plants*.—Wrapping and unfolding of buds observed and compared; growth from buds, branches, bulbs and slips; simple study of a few common flowers, violet, anemone, dandelion, etc. *Nature*.—Sun, moon and stars, their rising and setting; draining of vicinity; soils. *Animals*.—Continuation of simple study of common animals.

GRADE VI.

READING.—Evangeline. Riverside literature series no. 1. (Houghton, Mifflin & Co.) Biographical Stories, Hawthorne. Riverside literature series no. 10. (Houghton, Mifflin & Co.) Sharp Eyes and other papers. Riverside literature series no. 36. (Houghton, Mifflin & Co.)

COMPOSITION.—Oral and written exercises in the use of language as an expression of thought. Special attention to be given to correct forms of speech. *Materials*.—reading, geography and history lessons. Oral and written expression of results of simple experiments in elementary science performed by pupils, or by the teacher in their presence. Care to be taken to secure orderly arrangement of thought.

WRITING.—Copy book 6. Exercises. Careful attention to penmanship in all written exercises.

ARITHMETIC.—Factors, measures and multiples. Vulgar fractions completed. Easy application of decimals to ten thousandths. Easy application of square and cubic measures. Daily practice to secure accuracy and rapidity in simple rules. Easy application of percentage. Graded problems.

SPELLING.—As in previous grades. Principles of English spelling.

MUSIC.—Complete the work found in second series of charts and part II of second reader.

GEOGRAPHY.—The earth as a globe. Simple illustrations and statements with reference to form, size; meridians, and parallels, with their use; motions and their

Schools in the North-west.

effects, as day and night, seasons; zones with their characteristics as winds, and ocean currents; climate as affecting the life of man. (b) Physical features and conditions of North America, South America and Europe, studied and compared. Position on the globe, position relative to other grand divisions, size, form, surface, drainage, animal and vegetable life, resources, etc. Natural advantages of the cities. (c) Observation to accompany the study of geography—apparent movements of the sun, moon and stars, and varying time of their rising and setting; difference in heat of the sun's rays at different hours of the day; change in the direction of the sun's rays coming through a school-room window at the same hour during the year, varying length of noon-day shadows; changes of the weather, wind and seasons.

PHYSIOLOGY.—Physiology for Young People (new Pathfinder no. 2) chap. 1 to 9.

HISTORY.—(a) *English*.—Early Britain. How the English came. Struggle between English and Danes. Norman rule. Magna charta. England on the continent. (Henry V.) (b) *Canadian*.—French regime.

ELEMENTARY SCIENCE.—*Minerals*.—Simple lessons on gold, silver, copper, lead, zinc, tin, iron, sulphur, carbon, oxygen, hydrogen.

GRADE VII.

READING.—Story of Iliad.—Church. English classic series no. 59. Story of Æneid.—Church. English classic series no. 58. Birds and Bees. Riverside literature series no. 28. Christmas Carol (condensed) English classic series no. 32. The Children's Treasury of English Song. Part I. Palgrave. (McMillan & Co.)

COMPOSITION.—Oral and written exercises as in previous standards. Making of abstracts; expansion of narrative, sentences into paragraphs.

WRITING.—Careful attention to penmanship in all written exercises.

ARITHMETIC.—Decimals completed. Percentage without time. Easy problems in interest. Application of square and cubic measures. Problems.

SPELLING.—From reading matter. Incidental spelling. Careful attention to spelling of all words used in written exercises.

MUSIC.—Third reader, normal music course.

GEOGRAPHY.—Physical and political geography of the countries in Europe and North America. General review of the physical features of the grand divisions. Position of the countries in the grand divisions, surroundings, surface, climate, animal and vegetable life, resources, inhabitants—their occupations and social condition, important localities, cities and towns.

PHYSIOLOGY.—Physiology for Young People (new Pathfinder no. 2), chap. 10 to 17.

HISTORY.—(a) *English*.—Religious movements. (Henry VIII and Mary.) King and people. (Chas. I, commonwealth.) Development of industries and increase of power of industrial classes. (b) *Canadian*.—Military rule. Quebec Act. Constitutional Act. War of 1812. Responsible government.

ELEMENTARY SCIENCE.—*Minerals*.—Carbon and its oxides, iron, oxides, sulphides, chlorides, carbonates, silicates, sulphates.

GRADE VIII.

READING.—Cricket on the Hearth. English classic series no. 86. Lays of Ancient Rome. English classic series nos. 76, 77. Essays of Elia. English classic series no. 88. Lay of Last Minstrel, introduction and canto I. English classic series no. 8. Irving's Legend of Sleepy Hollow. English classic series no. 41. The Children's Treasury of English Song. Part II. Palgrave. (McMillan & Co.)

COMPOSITION.—Continuation of previous exercises. Direct instruction in choice of words, arrangement of words in sentences, structure of paragraphs, narration, description, common figures of speech.

GRAMMAR.—Tweed's grammar for common schools (Lee & Shepard.)

WRITING.—Careful attention to penmanship in all written exercises.

ARITHMETIC.—Percentage with time. Interest and discount. Ratio and proportion. Square root. Measurement of surfaces, triangles, parallelograms, circles.

ALGEBRA.—Simple rules, simple equations, problems, easy exercises in factoring.

EUCLID.—Book I with easy exercises.

SPELLING.—As in grade VII.

MUSIC.—Third reader.

GEOGRAPHY.—Physical and political geography: (a) of the countries in South America, Asia, Africa; (b) of Australasia and other islands of the Pacific. Topics as in grade VII.

HISTORY.—(a) *English*:—from James I to end; (b) *Canadian*:—Confederation to present time.

ELEMENTARY SCIENCE.—*Physics*:—Common facts learned from observation and experiment in regard to the following topics:—1. Matter, its properties and states. 2. Motion and force, laws of motion. 3. Gravitation, equilibrium, pendulum. 4. Lever, wheel and axle, pulley, inclined plane, wedge and screw. 5. Liquid pressure, specific gravity. 6. Electricity, frictional and current. Magnetism compass. 7. Sound, pitch of sounds, echoes, acoustic tubes. 8. Heat, diffusion, effects, thermometer. 9. Light, reflection, refraction, lenses, solar spectrum, colour.

FOR THE WHOLE SCHOOL:

MORALS.—(a) Duties to self:—Self-culture, self-respect, self-control; purity in thought, word and deed; industry, economy; truthfulness, courage, etc.

(b) Duties to others:—Courtesy, including all forms of politeness in school-room, home, society, public meetings, school ground, street; respect for parents, teachers, benefactors and those in authority.

(c) Duties to the state:—Civil duties, including respect for law as the means by which the innocent are protected and the guilty punished; tax paying, patriotism, support of government, etc.; political duties—voting, public office a sacred trust.

(d) Duties to animals:—As beasts of burden, as food, as sport.

To establish the habit of right doing, instruction in moral principles must be accompanied by training in moral practices. The teacher's influence and example, current incidents, stories, memory gems, sentiments in the school lesson, examination of motives that prompt to action, didactic talks, teaching the ten commandments, etc., are means to be employed.

TEXT BOOKS.

LIST OF TEXT BOOKS FOR THE USE OF PUBLIC SCHOOLS, STANDARDS I-IV.

Canadian readers, published by W. J. Gage & Co.: First primer, second primer, second book, third book, fourth book.

Supplementary Readers: The Ontario readers, parts I and II, Appleton's Primary Reader, the Ontario and Appleton's primary charts, Tweed's Grammar for Common Schools, Buckley's History of England, Jeffers' History of Canada (primer), the Public School Geography, Kirkland & Scott's Elementary Arithmetic, Child's Health Primer (Pathfinder no. 1), McLean's High School Book-keeping, Gage's copy books.

LIST OF TEXT BOOKS FOR THE USE OF PUBLIC SCHOOLS, STANDARD V AND INTERMEDIATE DEPARTMENT.

Canadian readers published by W. J. Gage & Co., fifth book, Tweed's Grammar for Common Schools, Welsh's English Composition, Buckley's History of England, Jeffers' History of Canada (primer), the Public School Geography, Hamblin Smith's Arithmetic, C. Smith's Elementary Algebra, Gage's Introduction to Physical Science, Physiology for Young People (new Pathfinder no. 2), McLean's High School Book-keeping, Gage's copy books.

NOTE.—Any school using unauthorized text books shall forfeit its right to participate in the legislative grant.